DOCUMENT RESUME

ED 106 246 SP 009 155

AUTHOR Cillizza, Joseph; Devine, John M.
TITLE Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.09; Survey and Examination of Methods and Materials for the Teaching of Reading in English. Teacher Corps Bilingual Project.
INSTITUTION Hartford Univ., West Hartford, Conn. Coll. of Education.
NOTE 12p.; For related documents, see ED 095 128-143, SP 008 975-987, SP 009 146-154 and 156-163; Text printed on yellow paper and may not reproduce sharply

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Bilingual Education; Elementary School Students; Learning Activities; Reading Instruction; Reading Materials; *Spanish Speaking; *Teacher Education; *Teaching Methods
IDENTIFIERS *Learning Modules

ABSTRACT

The purpose of this teaching module is to examine materials and methods in the area of reading instruction. Upon completion of the module, participants should be able to (a) explain and give an example of a published program for seven approaches to beginning reading, (b) evaluate four published reading programs, and (c) state which approach they feel would be most successful with bilingual students and why. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

ED106246

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

## TTP 002.09 SURVEY AND EXAMINATION OF METHODS AND MATERIALS FOR THE TEACHING OF READING IN ENGLISH

JOSEPH CILLIZZA & JOHN M. DEVINE
DEVELOPERS

SUSAN L. MELNICK
DEVELOPMENT COORDINATOR

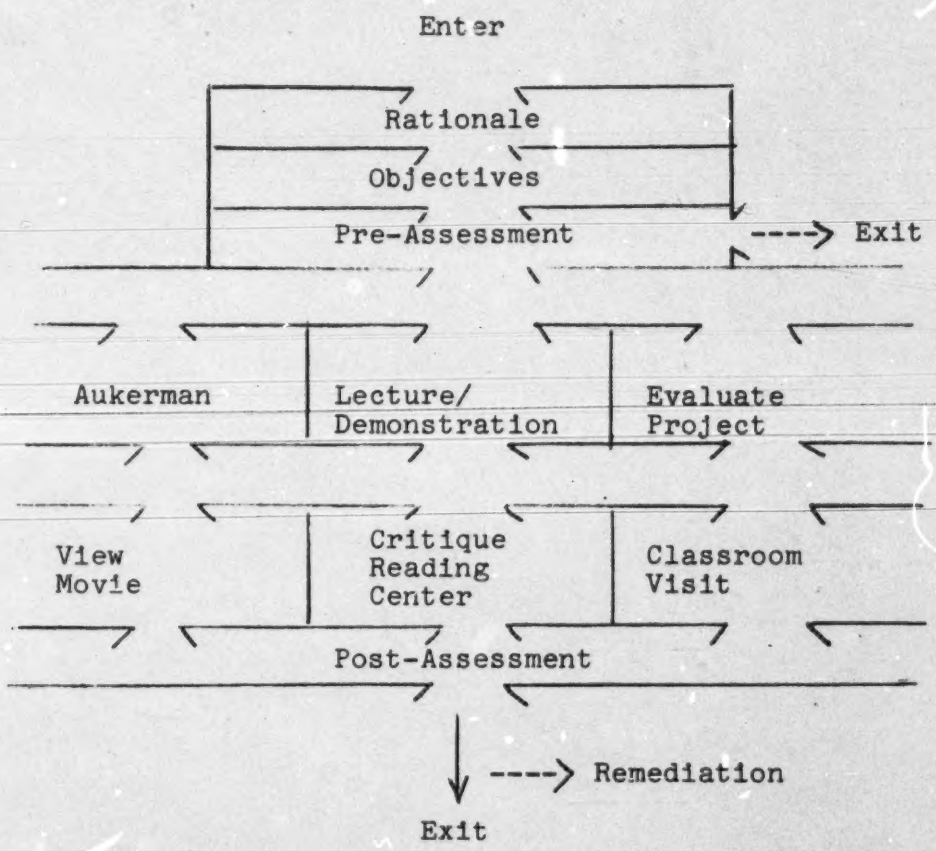
BEST COPY AVAILABLE

COLLEGE OF EDUCATION
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

DR. IRVING S. STARR, DEAN

SP009 155

SURVEY AND EXAMINATION OF METHODS AND MATERIALS FOR THE TEACHING OF READING



## RATIONALE

No materials or methods can in themselves assure against poor reading instruction. Good instruction is not achieved simply because a certain set of materials is adopted. Effective teachers will probably not see themselves as partisans of one methodological approach to the total exclusion of others. They will not debate the superiority of language experience, basal, individualized or programmed reading, but will deliberately use concepts, procedures, and materials from these and other instructional approaches. The proliferation of reading materials in the past few years has made difficult this eclectic approach to the teaching of reading. This module will serve as an exploratory examination of the important materials and methods in the area of reading instruction. Obviously the first step is to become conversant with these materials, but a second, and more important step is the creative and intelligent use of these materials and methods.

## OBJECTIVES

Given a series of learning alternatives on the survey and examination of methods and materials for the teaching of reading, the participant will be able to:

- explain and give an example of a published program for each of the following approaches to beginning reading:

  a. the phonic approach
  b. the linguistic approach
  c. the language-experience approach
  d. the one-to-one sound symbol approach
  e. the individualized approach
  f. the early-reading approach
  g. the preceptual-discrimination approach

- evaluate four published reading programs using the guidelines given below:

  a. the materials should contribute to the attainment of the objectives of the reading program,
  b. the materials should provide for continuous and sequential development of the basic skills,
  c. the program should provide a multiple approach to learning to read,
  d. the program should give guidance in developing the thinking skill of the student,
  e. the materials should elicit active responses on the part of the student,
  f. the program should provide for diagnostic teaching, extensive diagnostic measures for assessing student needs, and activities designed to meet individual differences,
  g. the program should provide guidance and materials for structuring flexible instructional groups,
  h. the program should be easy to use, should be appropriate, should have been tested prior to public distribution, and should be keyed to specific objectives. It should actually instruct, allow for independent learning, and pace learning to individual differences. It should be suitable for use in reviewing instruction given by the teacher, thus facilitating the teachers' efforts.

- state which approach he feels would be most successful with bilingual students and why?

-the program should be easy to use, should be appropriate, should be keyed to specific objectives, and should have been tested prior to public distribution. It should actually instruct, allow for independent learning, and pace learning to individual differences. It should be suitable for use in reviewing instruction given by the teacher, thus facilitating the teachers' efforts.

## PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer each question according to the directions noted in each.

I. Briefly explain the following approaches to the teaching of reading.

A. The phonic approach

B. The linguistic approach

C. Language-experience approach

D. One-to-one sound-symbol approach

E. The individualized approach

F. Early-reading approach

G. Perceptual approach

II. Which approach was used in your school when you were taught to read?

III. Which of the bove approaches do you think is the most effective? Why?

## LEARNING ALTERNATIVES

I. Required - participant must select one of the options below.

A. Read the edited version of Robert Aukerman's Approaches To Beginning Reading, then complete the study guide questions.

Study Guide Questions

1. The salesman for a particular phonics system is claiming that his approach is a "complete reading program." What reasons signify that this cannot be true?

2. What must be done to our language to make a phonemics approach "foolproof" for learning the code?

3. You are a reading specialist. Your superintendent asked you to discuss the linguistic approach to beginning reading with the first grade teachers in your system. How would you do this?

4. Outline what would be a complete "total" language-arts approach to beginning reading.

5. Is it possible to use Sylvia Ashton-Warner's approach with bilingual learners in America? Give the reasons for your answer.

6. Practice printing in i/t/a and then write several simple stories in i/t/a manuscript. Have some six year olds who have just begun to read in regular print try to read the stories. What problems do you observe?

7. Many people confuse individualized reading and the language-experience approach. In what ways are these two approaches similar? How are they different?

8. Obtain a video-tape of the Distar Program. Study it carefully and prepare lesson plans for two Distar lessons with four year olds (optional)

9. In what ways does the Fernald approach act as the foundation for many recent perceptual-discrimination approaches?

B. Attend teacher lectures and demonstrations on "Methods and Materials for the Teaching of Reading."

Lecture Outline

Session I Introduction

a. Theories and models of teaching reading
b. Prototypal versus differentiation teaching of reading

Session II Approaches to teaching reading

a. Basic phonemic
b. Linguistic-phonemic
c. Total language-arts

Session III (Approaches Continued)

a. Language-experience
b. One-to-one sound symbol
c. Individualized reading

Session IV (Approach Continued)

a. Early-reading approach
b. Perceptual-discrimination

Session V Workshop - Developing materials and methods to resolve reading difficulties.

C. Read and evaluate the Cooperative Individualzied Reading Project. The describe how this project could be used by the teacher of bilingual learners.

II. Optional - participant may select options below for extra credit.

A. View and critically evaluate the movie "Reading Lesson In Teaching" (third grade).

B. Visit and critique a Regional Reading Center (Western Connecticut State College)

C. Visit and evaluate at least two of the following classrooms:

1. The I.T.A. Program
2. The language-experience approach (Danbury, Connecticut)
3. Words in color program (Newton, Connecticut)
4. The Distar Program (Waterbury, Connecticut)

## POST-ASSESSMENT

I. Briefly explain the following approaches to the teaching of reading and give an example of each approach.

   A. The phonic approach

   B. The linguistic approach

   C. Language-experience approach

   D. One-to-one sound-symbol approach

   E. The individualized approach

   F. Early-reading approach

   G. Perceptual-discrimination approach

II. Using the guidelines provided in the Objectives section of this module critique a minimum of four reading programs. The guidelines may be converted into a checklist with each having a value of one-five (12345).

III. Which reading program do you think would be the most appropriate for bilingual learners? Why?

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

## BIBLIOGRAPHY

1. Aukerman, Robert. Approaches To Beginning Reading. New York: John Wiley and Sons, Inc., 1971.

2. _____. Cooperative Individualized Reading Project. A project funded under Title III, ESEA University of Bridgeport, Bridgeport, Connecticut.

3. _____. "Reading Lesson In Grade Three," Film Rental Center of Syracuse University, 1455 East Colvin Street, Syracuse, New York, 13210.